

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, November 1, 2016 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee J. Hrdlicka
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. C. Betz on behalf of Ms. M. Martin-Esposito, Chief Communications Officer
Ms. J. Barkway, Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Ms. M-E. Dewar, Senior High School Principals’ Association
Ms. S. Goldenberg, Elementary School Principals’ Association
Ms. P. Kaiserseder, Principals’ Association for Adolescent Learners
Mr. K. Kempt, Alberta Teachers’ Association, Local 38
Mr. T. Killam, Canadian Union of Public Employees (CUPE), Local 40
Ms. T. Martin, Senior High School Principals’ Association
Ms. L. Robb, Calgary Board of Education Staff Association

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Bowen-Eyre called the meeting to order on the link at 12:03 p.m. and O Canada was led by the Haultain Memorial School Choir.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. She welcomed staff, the public and representatives from the aforementioned organizations.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Corporate Secretary J. Barkway noted that Item 8.2, Financial Status of Reserves and Designated Funds at August 31, 2016, has been removed from the consent agenda for consideration immediately following the consent agenda.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of November 1, 2016 be approved as submitted, subject to the above-noted change.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 Lighthouse Award

Superintendent Everett introduced the Lighthouse Award recipient as Southland Transportation. Southland Transportation provides transportation to over 18,000 CBE students on a daily basis. They are a proud supporter of our community and contribute to the common good of not only the CBE, but the City of Calgary in numerous ways, including: providing refugee students and their families transportation to Kingsland Centre for intake into our school system, and providing transportation to school once students are registered; providing transportation to students attending Flames captain Mark Giordano hockey days; assisting with *We Day* transportation and logistics; and participating in initiatives with other CBE partners such as the *Welcome to Kindergarten* bus safety program and the world famous Calgary Hitmen *Teddy Bear Toss*.

Maja and Alborz, Grade 8 students from Georges P. Vanier School, shared comments about their experiences with Southland Transportation. They commended Southland Transportation staff and bus drivers for doing outstanding work in protecting students on their buses, getting them to and from school in a safe and comfortable manner each and every day, and for helping out with various school activities.

Mr. M. Glass, Regional Director of Southland Transportation, commented on the lengthy and successful partnership with the Calgary Board of Education, and he shared gratitude for being able to give back to the community. On behalf of the Board of Trustees, Chair Bowen-Eyre expressed comments in appreciation of the partnership.

4 | **RESULTS FOCUS**

4.1 Board Development Session – Indigenous Education Strategy 2016-17

Chief Superintendent Stevenson provided opening comments, noting that the Indigenous Education Strategy represents input from many and is a call to action within the context of CBE's Three-Year Education Plan. He expressed appreciation for the guidance and wisdom our school district has received over the past several years from the Blackfoot, Stoney Nakoda, Tsuut'ina, Métis and Cree Elders, and noted that their teachings have had a profound impact on the actions we are taking together.

Superintendent Everett introduced the presenters as follows:

- Mr. D. Braun, Principal, Piitoayis Family School
- Ms. M. Yellow Horn, Assistant Principal, Piitoayis Family School
- Students from Piitoayis Family School
- Ms. K. Younger, Diversity and Learning Support Advisor
- Ms. S. Leech, System Assistant Principal, and
- Dr. D. Roulson, Director of Learning

Ms. Yellow Horn noted that she has witnessed student challenges, perseverance, resiliency, laughter and sorrow, and she is reminded that reconciliation also lies within our children. She stated that indigenous language and pedagogy is important for reconciliation and she is grateful for the support of many CBE staff and all people who support this journey. Principal Braun stated that it is important to welcome the experiences of indigenous peoples into our schools, as research indicates that this results in success for indigenous students.

Students from Piitoayis Family School performed a song and a prayer in the Blackfoot language.

Ms. Younger, Ms. Leech and Dr. Roulson continued the presentation. Ms. Younger commented on her discussions with various Elders about the significance and meaning of story. She has learned that story is an indigenous methodology of recording information over time; it is how one documents changes on the land and how one keeps track of important historical events; story is an oral practice of recording knowledge systems. She noted that we are working together to come up with a better story, one in which each aboriginal student feels known, connected, supported and successful in their learning.

A PowerPoint presentation and videos were shared throughout the presentation, containing information as follows:

Questions:

What are key foundations in this work? Why does this work matter? How is our past work leading us forward? What are key actions this year? How will we know if our collective efforts are making a difference?

Foundations:

The Calgary Board of Education Indigenous Education Strategy is a call to action that exists within a larger context provincially, nationally and internationally. There are a number of key foundations in this work, including:

- the Truth and Reconciliation Commission Final Report;
- Implementation of the United Nations Declaration on the Rights of Indigenous Peoples;
- Alberta Education's Business Plan for 2016-19;
- the Draft Teacher Quality Standards and Draft School Leader Standards;
- the Alberta Collaborative Framework; and,
- data collected from the Accountability Pillar Results.

Why does this work matter?

A video was shown of a student and a staff member from Sir John A. Macdonald School conversing about the importance of: understanding different cultures; people showing

their true selves; and sharing histories, experiences and legacy of residential schools in Canada.

How is our past work leading us forward?

The Indigenous Education Strategy has been informed by research, data, wise practice, student, staff and community voice, and our solution requirements. We know that high impact practices are necessary to write a better story together, and these include:

- culturally responsive instructional design and assessment, and support;
- early intervention;
- school connectedness; and
- engaging with families and community to support student learning.

Indigenizing Calgary Board of Education: cultivating a balanced and respectful relationship between indigenous knowledge systems and existing CBE knowledge structures.

Culturally Responsive Instructional Design and Assessment, and Support: honouring indigenous histories, cultures, and languages through responsive learning environments and instructional design and assessment.

System Wide Learning: ensuring that staff are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories for the benefit of all students. This is a shared history for all Canadians.

Building Respectful Working Relationships with Community: working with community from the very beginning as part of how we think about and do everything.

What are key actions this year?

- Extend the Graduate Coaching Model to eleven elementary, middle and junior schools with the highest numbers of aboriginal students. The eleven schools have received a learning leader to work as part of the school leadership team to provide holistic, consistent, daily supports. The purpose of this action is to create a CBE prototype of wise practice, focused on high impact instructional strategies, with an intention to build out what is learned across the system.

A video provided a glimpse into the learning story that is unfolding with the learning leaders from the elementary, middle and junior high schools.

- Opening the Aboriginal Learning Centre. The Centre has three dimensions: Pre-Kindergarten to Grade 3 school program; supports and services for families; and a gathering place for community.

A video was shown of Ms. M. Ranger, Principal, Aboriginal Learning Centre, sharing what is envisioned for staff, students and families at the Centre.

- Building a strong collective network of support to ensure collective action and collaborative efforts. This collective network includes: diversity and learning support advisors, learning leaders both school/system based, specialist(s), system assistant principals, directors, Piitoayis Family School, the Aboriginal Learning Centre, Elders, community, and existing and future partnerships with community.

- Superintendents remarked on key actions that are being undertaken in their respective service units in support of the Indigenous Education Strategy. Superintendent Grundy commented on commitments and priorities for Human and Financial Resources; Superintendent Francis spoke about the succession and recruitment strategy; Superintendent Breton commented on spaces for learning; and Ms. Betz shared information regarding communication and community engagement.

Dr. D. Roulson concluded the presentation with comments about the collective impact, noting that the over-arching goal for this strategy is two-fold:

- 1) for each aboriginal student to progress, to participate and to achieve in their learning programs; and,
- 2) to create the conditions together to eliminate the achievement gap between aboriginal students and all Alberta students.

Dr. Roulson commented on the overall outcome and the ways in which the actions and impact will be monitored through the lens of “participate, progress and achieve”.

Administration responded to trustee questions on issues including: the selection of the eleven schools to receive support, and the understanding that additional supports would be beneficial to furthering this work; professional development to build understanding; how to action support from all communities, both indigenous and non-indigenous; plans for building capacity amongst our non-indigenous students; prioritizing and budgeting for this work over the long term; connections with school boards and educators across the country, in the development of high impact strategies; and, the need to retain and attract strong indigenous educators, aboriginal peoples and a representative workforce within our school district.

On behalf of the Board of Trustees, Chair Bowen-Eyre expressed appreciation for the informative presentation.

Recessed: 1:35 p.m.

Reconvened: 1:50 p.m.

5 | OPERATIONAL EXPECTATIONS

5.1 Presentation: Fostering a Positive Workplace Environment

Chief Superintendent Stevenson introduced the item, noting that with the support of the Board of Trustees, engaging our communities has become a priority for the Calgary Board of Education. Engaging people in decisions that affect them is a priority in our schools, our service units, and for the Board. He stated that we can understand what employees are thinking and feeling with respect to their work, and what actions can be taken together to better support them. Conditions can be improved for all employees to give their best each day, to be committed to CBE goals and values, and to be motivated to contribute to success, with the ultimate outcome of enhancing a positive learning environment for each and every student. Chief Stevenson noted that this plan starts with a survey and continues with the commitment to invest time, resources and energy to make this successful.

Aided by a PowerPoint slideshow, Superintendent Francis highlighted the goals for fostering a positive workplace environment. This year the Three-Year Education Plan identifies an employee engagement survey every two years as a priority action. In summary, the presentation covered the following topics: commitments; integrating and building on existing activities; general perceptions of employees, as heard in the fall of 2015; the approach being to develop a thoughtful, structured plan that enables growth and improvement; the development of an employee engagement strategy and bi-annual survey; the Three-Year Education Plan's outcome, key actions and progress indicators for 2016/17 and 2017-18, and creating the right conditions; the roles and responsibilities of superintendents, the Human Resources service unit, Communications, Community Engagement, Leadership and Learning, and trustees; timelines for commitment and planning, assessment and analysis, delivery, evaluation and action; considerations pertaining to this work; and budget.

Administration responded to trustee questions on issues including: methods for rolling out the survey to encourage a broad range of perspectives from staff; issues surrounding the decision to either customize an employee engagement survey or to purchase a survey that is "off the shelf", including associated costs and benefits; the proposed budget for this project; the potential for input to the survey details by CBE union groups and when that would be best received; and clarification of how updates on this work will be provided to the Board of Trustees.

On behalf of the Board of Trustees, Chair Bowen-Eyre expressed appreciation for the presentation.

5.2 OE-4: Treatment of Employees – Annual Monitoring

Chief Superintendent Stevenson provided opening remarks, noting that the evidence demonstrates continued improvement in the outcomes. Superintendent Francis provided highlights of the contents of the annual monitoring report, and spoke specifically to the policy indicators that did not meet compliance. The report contains capacity building information for the following: 4.1a) background checks prior to hiring; 4.7 protect confidential information; 4.12.1 conduct an employee engagement survey on a bi-annual basis; and 4.13 reasonably include people in decisions that affect them.

Administration responded to trustee questions on issues including: a correction for page 5-6 to note that indicator a) for policy subsection 4.1 is not in compliance; and on page 5-14, the industry benchmark for attrition rates, which was previously set at 5% is currently set at 3%.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-4: Treatment of Employees. Trustee Hurdman indicated her intention to propose motions of commendation and exceptions on November 8, 2016. The Chair requested that trustees send their proposed motions to the Corporate Secretary and to all trustees by end of day November 3, 2016. She pointed out that the item will be placed on the November 8, 2016 Agenda for debate and discussion.

6 | PUBLIC COMMENT

There were no public comments.

At 2:53 p.m. Chair Bowen-Eyre received the consent of the Board to continue the meeting to the completion of the agenda.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **2017-2018 Modular Classroom Plan**

Superintendent Breton provided a synopsis of the contents of the report. He noted that modular classrooms identified for demolition and/or demolition and replacement are selected based on condition assessment and school utilization. With respect to existing modular classrooms, the CBE will undertake a methodical multi-year review process. As a starting point, unfunded modular classroom replacement requests from last year's submission have been reviewed and only the replacement of the two units at Rosedale School is recommended in the 2017/18 Modular Classroom Plan.

Administration responded to Trustee questions on issues including: the proposed modernization for John G. Diefenbaker High School and rationale for its deferral; the format of the submission to the provincial government for new modular classroom requests for 2017-2018; and the need for demolishing and replacing two modular classrooms at Rosedale School.

MOVED by Trustee King:

THAT the Board of Trustees approves the 2017/18 Modular Classroom Plan, as submitted.

The motion was
CARRIED UNANIMOUSLY.

8 | **CONSENT AGENDA**

The Chair noted that items on the consent agenda are approved with the agenda as follows:

8.1 **Approval of Minutes**

- Regular Meeting held October 4, 2016
- Regular Meeting held October 11, 2016
- Regular Meeting held October 25, 2016

THAT the Board of Trustees approves the minutes of the Regular Meetings held October 4, October 11, and October 25, 2016, as submitted.

8.3 **School Naming Committee – Proposed Amendments to the Terms of Reference**

THAT the Board of Trustees approves the amendments to policy GC-5E Board Committees – School Naming Committee Terms of Reference, as shown in Attachment I of the report.

8.4 Item Provided for Board Information

8.4.1 Correspondence

The following item was removed from the consent agenda.

8.2 Financial Status of Reserves and Designated Funds at August 31, 2016

Administration addressed trustee questions on issues including: The \$12.2 million transfer into other capital reserves, which is the net of the dollars that were a flow-out from the past two years, 2014-15 and 2015-16; capital activity in 2015/16, which included approximately 44 projects that were carried forward; issues relevant to the deferral of the wireless enhancement project; the proposal that the Fiscal Stability Reserve maintain a minimum of \$5.0 million or 0.5% of the total annual operating budget; the purpose of the Fiscal Stability Reserve making no reference to inflation or wage increases; clarification of some of the details in Attachment I – 2015-16 Statement of Total Reserves and Designated Funds; school decentralized budgets; and clarification that the report on page 7-4 erroneously construes that the EducationMatters flow-through fund represents an operating surplus.

MOVED by Trustee Hurdman:

1. **THAT the transfers represented in Attachment I of the report be approved; and**
2. **THAT the terms and conditions of the Fiscal Stability Reserve be amended as per Attachment III of the report, subject to the Purpose being amended by the replacement of “keep pace with student growth” with the words “maintain current levels of service”.**

In debate of the motion, trustees expressed appreciation for the clarity of the report; some expressions of unease were shared about the low level of CBE reserves; and the use of reserves for ongoing projects is very important and in the best interest of students. Chair Bowen-Eyre called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

9 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 3:27 p.m.